



**Cover Page**

**2011-2012 Title I School Improvement Plan  
And  
School Improvement Progress Report for 2010-2011**  
As required by NH RSA 193-H and Federal Law 107-110 for Schools in Need of Improvement

**SAU#:**37

**District Name:**Manchester

**School Name:**Northwest School  
**Year 5 (1,2,3...) of Improvement for Mathematics**  
**Year 7 (1,2,3...) of Improvement for Reading**

**Address:** 300 Youville St

**City:** Manchester

**Zip:** 03102

**Principal:** Shelly Larochelle

**Tel:** 603-624-6321

**Fax:** 603-624-6319

**E-mail:**  
slarochelle@mansd.org

**Contact person if different from Principal:**

**Name:**

**Title:**

**Address:**

**City:**

**Zip:**

**Tel:**

**Fax:**

**E-mail:**

**2011-2012 School Improvement Plan  
Title I Memorandum of Understanding**

The Superintendent of Northwest School assures the Commissioner of Education that:

- the identified school or identified district will spend not less than 10 percent of their Title I allocation for each year they are in school improvement status for the purpose of providing to the identified school's or identified district's teachers and principal(s) high-quality professional development that
  - directly addresses the academic achievement problem that caused the school or district to be identified for school improvement;
  - helps teachers and paraprofessionals meet the high-quality standards defined in section 1119 of Title I; and
  - is provided in a manner that affords staff with an increased opportunity for participating in that professional development;
- the identified school or identified district will establish annual, measurable objectives for continuous and substantial progress by each group of students enrolled;
- the identified school or identified district will incorporate, as appropriate, activities before school, after school, during the summer, and during any extension of the school year;
- the identified school or district will adopt policies and practices concerning the core academic subjects that have the greatest likelihood of ensuring that all groups of students in the school or district will meet the State's proficiency levels of achievement on the State's academic assessment;
- all parents receive a notification letter explaining the school's AYP status for the 2011-2012 school year; (Provide copy with this document.)
- all parents, (if applicable) receive early notification of public school choice options to transfer their child to another school as far in advance as possible but no later than 14 days before the start of the school year; (Provide copy with this document.)
- the district will post, in a timely manner, on their website the following current information:
  - A list of available schools to which students eligible for public school choice may transfer for the current school year; and
  - The number of students who participated in school choice beginning with data from 2007-2008 school year and for each subsequent year.
- the LEA will provide technical assistance to the identified school in meeting the goals and objectives described in the school improvement plan.

**SINI Year 2 or more**

☒ Yes ☐ No

**Supplemental Education Services (SES) will be provided for 2011-2012 school year**

- the district will notify parents of eligible children that Supplemental Educational Services (SES) will be provided for 2011-2012 school year. (Provide copy with this document.)
- the district will post in a timely manner on their website current information regarding SES:
  - The number of students who were eligible for and who participated in SES beginning with data from the 2007-2008 school year and for each subsequent school year; and
  - A list of SES providers approved to serve the district, as well as the locations where services are provided for the current school year.

**SINI Year 3 Corrective Action**

☒ Yes ☐ No

Northwest School will implement at least one of the following corrective actions as part of their corrective action plan for the 2011-2012 school year: *(check all that apply)*

- ☐ replaced the school staff who are relevant to the failure to make AYP;
- ☐ instituted and fully implemented a new curriculum, including providing appropriated professional development for all relevant staff, that is based on scientifically based research and offers substantial promise of improving educational achievement for low-achieving students and enabling the school to make AYP;
- ☐ significantly decreased management authority at the school level;
- ☐ appointed an outside expert to advise the school on its progress toward making AYP;
- ☐ extended the school year or school day for the school;
- ☒ restructured the internal organizational structure of the school.

**In addition, the Superintendent assures that the LEA will:**

- publish and disseminate information regarding the corrective action the LEA takes at a school –
  - to the public and to the parents of each student enrolled in the school;
  - in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand; and
  - through such means as the Internet, the media, and public agencies.

**INI Year 4 or more Restructuring**

☒ Yes ☐ No

Northwest School will implement the restructuring plan which includes at least one of the following options for the school during the 2011-2012 school year: *(check all that apply)*

- ☐ reopen the school as a public charter school;
- ☐ replace all or most of school staff, which may include the principal, who are relevant to the school's inability to make AYP;
- ☐ enter into a contract with outside entity, such as a private management company, with a demonstrated record of effectiveness, to operate the public school;
- ☐ turn the operation over to the state, if permitted by state law and agreed to by the state;
- ☒ implement any other major restructuring of the school's governance arrangement that makes fundamental reforms, such as significant changes in the school's staffing and governance, to improve student academic achievement in the school and that has substantial promise of enabling the school to make adequate yearly progress as defined in the state plan and is consistent with the NCLB guidance for restructuring.

**In addition, the Superintendent assures that the LEA will:**

- assume responsibility for the preparation of a plan for restructuring the school;
- notify both parents/guardians and teachers that the school has been identified as a school in restructuring;
- continue to provide parents/guardians and teachers with the opportunity to comment on the school's status before taking any restructuring action;
- continue to invite parents/guardians and teachers to participate in the development of the school's alternative governance plan;
- publish and disseminate information regarding the restructuring actions the LEA takes at a school –
  - to the public, teachers and to the parents of each student enrolled in the school;
  - in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand; and
  - through such means as the Internet, the media, and public agencies.
- submit the School Improvement /Corrective Action/Restructuring Plan to the NHDOE prior to the start of the next school year.

Thomas Brennan  
Superintendent of Schools

26 Jul 11  
Date

**Goal 1 2010-2011 Progress Report  
Evidence of Progress: Plan Implementation**

Instructions: *Provide a status report on the strategies and activities implemented during 2010-2011 to help meet the school's improvement goals. Complete one form for each school improvement goal. Duplicate this page as needed.*

**AYP Area(s) of Focus – 2010-2011 School Year**

**List the school's AYP status during the 2010-2011 school year (i.e. Year 2 Reading, Year 3 Mathematics):**

***Please provide AYP and SINI/Restructuring status information:***

***Based on AYP from 2010:***

Made AYP in Mathematics: Yes ☐ No ☒ Year of Improvement: 4 N/A ☐  
Made AYP in Reading: Yes ☐ No ☒ Year of Improvement: 6 N/A ☐

***Based on AYP from 2011:***

Made AYP in Mathematics: Yes ☐ No ☒ Year of Improvement: 5 N/A ☐  
Made AYP in Reading: Yes ☐ No ☒ Year of Improvement: 7 N/A ☐

**List any subgroup(s), if applicable, for which the school did not make AYP:**

Whole School	Reading no	Mathematics no
Hispanic/Latino	no	
Black or African American		no
Native	no	no
Economically Disadvantaged	no	no
Educational Disability	no	no



**Improvement Goal for 2010-2011**

***State the improvement goal:***

***School teams will become more effective during meetings to increase the amount of time spent focused on student learning.***



**Implementation of Approved Strategies/Activities**

***List the strategies/activities implemented during the 2010-2011 school year to accomplish this goal:***

**Strategies:**

- Improvement in Curriculum and Instruction
- Addressing Specific Needs of Low-Achieving Students
- Changes in School System or Processes
- Leadership/Governance

**Activities:**

- The Leadership team will prepare agendas, take notes, and distribute information school wide. All PLC's will adhere to norms to follow during meetings.
- Each certified staff member will maintain a Professional Learning Community (PLC) binder that includes the Restructuring Action Plan, meeting norms, related documentation (data or Units of Study,

grade level planning map) CCSS for Reading Non-Fiction and Literature and GLEs will be kept in the class data binder.

Each team will develop a work plan to follow with specific work products to produce.

- The principal will celebrate school successes at Staff meetings and PTG meetings.
- Class data folders will be the first item in each class data binder. These data folders will be updated in September, December, March, and June
- Co-Planning meetings will take place on a weekly basis between the classroom teacher and Support Service Provider(s)
- Parent Newsletter will provide information on the implementation of the plan and its impact on student learning.

**Select one descriptor that best describes the status of the strategies at the end of 2010-2011:**

- ☐ Completed as planned and as described in the approved school improvement plan
- ☐ Completed as planned, with changes/refinements to certain strategies and activities
- ☒ Progressing as planned, with no changes to strategies and activities
- ☐ Progressing, with changes/refinements to certain strategies and activities
- ☐ Beginning stages of implementation
- ☐ No strategies or activities implemented

### **Narrative Response**

*Describe the progress made during 2010-11 in implementing the strategies listed above. Include a description of any key factors or circumstances that resulted in a modification or change to the strategies or activities as they were originally described in the approved improvement plan.*

Northwest Elementary made exceptional progress with the goal of, **"School teams will become more effective during meetings to increase the amount of time spent focused on student learning."**

All school teams maximized the amount of time spent together by utilizing the strengths of all members to promote a shared responsibility to all learners and effectively collaborate on all objectives to increase student performance. Team members adhered to the "Seven Norms of Collaboration" that were established the previous year to ensure participation of all members and to accelerate productivity in meetings based on defined end goals.

Each grade level received a pacing guide for Language Arts. Outlined were each America's Choice Unit of Study and the end dates for student publications. Also established were dates for administering Running Records, Schlagal Developmental Spelling Test and the Gates-MacGinite Reading Test, all District assessments. The District also provided an Everyday Math Pacing Timeline with dates to administer the District Trimester math assessments and unit completion dates to support planning and the pace of the curriculum. These documents allowed for a progressive movement through the school year to advance the work to be completed each trimester. It also set the focus for what needed to be accomplished in the classroom in order for all students to reach proficiency.

The work that all teams participated in was outstanding. Teams worked together on creating rubrics for each unit of study and language stems based on GLE's and CCSS to support students' oral and written language development. Teams actively collaborated on expectations to meet the "Million Word Challenge" and how this initiative would be monitored. Teams also looked at the trimester data and determined modifications to be made in instruction to support all students.

Teams participated in planning a NECAP prep unit for Math and all members shared where extra support was needed based on scores to refocus the direction to go next for instruction.

As a school, we focused in on students scoring below proficient in Reading. Classroom teachers and Support Service Providers co-planned weekly and monitored bi-week students who were below proficient to hone in on specific weakness in reading that needed to be developed to progress to Benchmark. The Principal witnessed listening to more discussion around specific students, the standards and possible solutions. This evidenced the commitment to student success. The staff viewed time to meet as an opportunity to accomplish any task that would help students reach proficiency. Staff asking for more time to meet to plan additional lessons that were seen in the coaching cycle also evidenced the drive for student success.

The motivated staff stems from the Principals commitment to celebrating the successes of students at Northwest. All staff meetings that were facilitated by Mrs. Larochelle began with celebrations of actual student work or a success that a staff member shared with her about a specific student. This generated great pride and commitment to utilizing every moment in the day to strive for all students to succeed in school. We will continue to work in meeting this goal to inspire and motivate one another to foster student success.

**Goal 2 2010-2011 Progress Report**  
**Evidence of Progress: Plan Implementation**

Instructions: *Provide a status report on the strategies and activities implemented during 2010-2011 to help meet the school's improvement goals. Complete one form for each school improvement goal. Duplicate this page as needed.*

**AYP Area(s) of Focus – 2010-2011 School Year**

**List the school's AYP status during the 2010-2011 school year (i.e. Year 2 Reading, Year 3 Mathematics):**

***Please provide AYP and SINI/Restructuring status information:***

***Based on AYP from 2010:***

Made AYP in Mathematics: Yes ☐ No ☒ Year of Improvement: 4 N/A ☐

Made AYP in Reading: Yes ☐ No ☒ Year of Improvement: 6 N/A ☐

***Based on AYP from 2011:***

Made AYP in Mathematics: Yes ☐ No ☒ Year of Improvement: 5 N/A ☐

Made AYP in Reading: Yes ☐ No ☒ Year of Improvement: 7 N/A ☐

**List any subgroup(s), if applicable, for which the school did not make AYP:**

Whole School	Reading no	Mathematics no
Hispanic/Latino	no	
Black or African American		no
White	no	no
Economically Disadvantaged	no	no
Educational Disability	no	no



**Improvement Goal for 2010-2011**

***State the improvement goal:***

***Teachers will make informed decisions about student learning based on multiple sources of data (state, district, school, and classroom) to appropriately differentiate instruction.***



**Implementation of Approved Strategies/Activities**

***List the strategies/activities implemented during the 2010-2011 school year to accomplish this goal:***

**Strategies:**

- Improvement in Curriculum and Instruction
- Implementing Local Assessments
- Implementing Processes to Follow the Progress of Each Child
- Addressing Specific Needs of Low-Achieving Students
- Professional Development
- Program Supported by Scientifically-Based Research



**Activities:**

A Response to Intervention (RtI) model will address the needs of struggling students and the progress monitoring data will be used to determine program effectiveness.

- Progress Monitoring will occur bi-weekly for all students scoring below proficient on Benchmark Assessments.
- Weekly Co-Planning between classroom teachers and support personnel.
- Analyze data and set targets for instruction and intervention.
- Provide Performance Tracker training during PLCs in order for teachers to track class data.

**Select one descriptor that best describes the status of the strategies at the end of 2010-2011:**

- ☒ Completed as planned and as described in the approved school improvement plan
- ☐ Completed as planned, with changes/refinements to certain strategies and activities
- ☐ Progressing as planned, with no changes to strategies and activities
- ☐ Progressing, with changes/refinements to certain strategies and activities
- ☐ Beginning stages of implementation
- ☐ No strategies or activities implemented

**Narrative Response**

*Describe the progress made during 2010-11 in implementing the strategies listed above. Include a description of any key factors or circumstances that resulted in a modification or change to the strategies or activities as they were originally described in the approved improvement plan.*

The activities were implemented and completed successfully as planned for the goal; **"Teachers will make informed decisions about student learning based on multiple sources of data (state, district, school and classroom.)"**

Classroom teachers and Support Service Providers met weekly and targeted students below proficient and looked more intently at daily instruction through progress monitoring, analyzing data, looking at student work and collaborating on daily student performance. Classroom teachers and SSP's set trimester goals and provided progress reports to parents to inform them with detailed information of student growth to support the work parents do at home with their children. Together, classroom teacher, SSP and parents are kept in constant communication of student performance and ongoing instruction to meet the overall goal of proficiency.

The work we have done over the past two years has focused on differentiating and collaborating on our instructional strategies, specifically for each learner below proficient. This team approach to literacy has been embraced by all educators and has transpired into mathematics as well. We will continue our work in year three to refine our methods to ensure our end goal of student achievement.

**Goal 3 2010-2011 Progress Report**  
**Evidence of Progress: Plan Implementation**

Instructions: *Provide a status report on the strategies and activities implemented during 2010-2011 to help meet the school's improvement goals. Complete one form for each school improvement goal. Duplicate this page as needed.*

**AYP Area(s) of Focus – 2010-2011 School Year**

**List the school's AYP status during the 2010-2011 school year (i.e. Year 2 Reading, Year 3 Mathematics):**

***Please provide AYP and SINI/Restructuring status information:***

***Based on AYP from 2010:***

Made AYP in Mathematics: Yes ☐ No ☒ Year of Improvement: 4 N/A ☐

Made AYP in Reading: Yes ☐ No ☒ Year of Improvement: 6 N/A ☐

***Based on AYP from 2011:***

Made AYP in Mathematics: Yes ☐ No ☒ Year of Improvement: 5 N/A ☐

Made AYP in Reading: Yes ☐ No ☒ Year of Improvement: 7 N/A ☐

**List any subgroup(s), if applicable, for which the school did not make AYP:**

Whole School	Reading no	Mathematics no
Hispanic/Latino	no	
Black or African American		no
White	no	no
Economically Disadvantaged	no	no
Learning Disability	no	no



**Improvement Goal for 2010-2011**

***State the improvement goal:***

***Professional Development will be focused on school and individual needs and will be applied in all classrooms to ensure student learning and effective teaching.***



**Implementation of Approved Strategies/Activities**

***List the strategies/activities implemented during the 2010-2011 school year to accomplish this goal:***

**Strategies:**

- Improvement in Curriculum and Instruction
- Professional Development
- Program Supported by Scientifically-Based Research
- Coaching Cycle

**Activities:**

- The Data Team will report school wide data to the leadership team.
- Principal will participate in Literacy Institutes
- The Principal and Literacy Intervention Teacher will offer after school professional development on teaching EL students to read.

- Support Service Providers will co-plan with classroom teachers weekly.
- Grade level 1/2 day planning sessions will be provided before each Unit of Study is taught.
- Introduce CCSS in Reading Non-Fiction and Literature
- Coaches will attend Coaching Institutes
- Members of the SPED Team will continue training in Orton-Gillingham

**Select one descriptor that best describes the status of the strategies at the end of 2010-2011:**

- ☐ Completed as planned and as described in the approved school improvement plan
- ☐ Completed as planned, with changes/refinements to certain strategies and activities
- ☐ Progressing as planned, with no changes to strategies and activities
- ☒ Progressing, with changes/refinements to certain strategies and activities
- ☐ Beginning stages of implementation
- ☐ No strategies or activities implemented

### **Narrative Response**

Northwest Elementary completed all activities planned with changes and refinements for the goal, **"Professional development will be focused on school and individual needs and will be applied in all classrooms to ensure student learning and effective teaching."**

Through the America's Choice Coaching Networks and Literacy Institutes, coaches and lead teachers were able to turn key professional development to the staff through Professional Learning Communities and modeled lessons. PLC's were focused around essential practices and instructional strategies to implement during Reader's and Writer's workshop. (Appendix C & D) This method of professional development was linked to our Coaching Cycle. The Coaching Cycle was designed to focus professional development throughout the entire school. The Coaching Cycle includes: 1. The coaches present concepts and theory to study through PLC's, 2. A demonstration of the instructional practice takes place by the coach in the lead classroom. Teachers observe for specific strategies, methods or practices, then debrief and reflect on the best practices that were tied to the standards throughout the lesson. 3. Teachers would practice in their own classrooms with feedback provided by a coach, the Assistant Principal or the Principal. 4. An expectation of full implementation in the classroom would be expected and revisited to ensure execution. (Appendix A)

As a school, the level of collaboration through this embedded professional development has allowed a deeper understanding of the standards. It is also exemplified through a change in instruction and ongoing conversation around student expectations and the standards evidenced in student work.

We will continue with our Coaching Cycle as an avenue to focus professional development school wide to ensure student achievement and effective instruction. (Appendix B) The data team will also continue with focus walks to collect data to inform what we will study in the upcoming Coaching Cycle. We will also maintain reporting out the data and celebrating the work of teachers and students school wide. Along with celebrating, we will share examples of student work that exemplifies meeting the standard throughout the year as a way to develop knowledge of the expectations of the CCSS.

Northwest also continued our partnership with the University of New Hampshire Manchester. The success of the book study last year allowed us to continue with a Professional Learning Community

focused around our English Learners through a book study. The 5-month book study allowed ten staff members to collaborate on the fastest growing number of students in Education. The strategies and effective instructional supports discussed in the PLC allowed staff to implement change immediately to provide the necessary supports for EL's and all students.

The SPED department continued with their on-going training of Orton-Gillingham and support by Beth McClure. Northwest has been offered the opportunity to have more staff trained in OG this fall. We plan to train ten staff members to allow this multi-sensory reading intervention to be implemented into more classrooms for students who struggle in Language Arts.

A Literacy Intervention Teacher will be attending a 4 day Professional Development for Literacy Coaches: Meeting the Challenge of Coaching: A Four Day Institute for Literacy Coaches from July 18 -21 at Lesley University, Cambridge, MA The institute will focus on an examination for the multiple roles of the coach in the professional learning community. It will also cover effective coaching models, and the link between teaching, coaching and professional development.

***Some of the refinements include:***

- **Additional Activity:** Implemented Coaching Cycle
- **Original Activity:** Principals will participate in NISL's Executive Development Program  
**Changed Activity:** *Principal completed NISL training and Participated in Literacy Institutes*
- **Original Activity:** The Principal, Reading Supervisor, and a Literacy Intervention teacher will attend a Train the Trainer Institute on Reading & English Language Learner  
**Changed Activity:** This training is now completed.
- **Original Activity:** The Reading Supervisor and Literacy Intervention Teacher will offer after school professional development on teaching ELL students to read.  
**Changed Activity:** The Principal and Literacy Intervention Teacher will offer after school professional development on teaching EL students to read.
- **Original Activity:** Support Service Providers will be provided a specialized professional development to enhance their understanding of co-planning, Rtl, and curricula  
**Changed Activity:** This activity was completed
- **Additional Activity:** Grade level 1/2 day planning sessions will be provided before each Unit of Study is taught.
- **Additional Activity:** Introduce CCSS in Reading Non-Fiction and Literature
- **Additional Activity:** Coaches will attend Coaching Institutes
- **Additional Activity:** Members of the SPED Team will continue training in Orton-Gillingham

**Goal 4 2010-2011 Progress Report**  
**Evidence of Progress: Plan Implementation**

Instructions: *Provide a status report on the strategies and activities implemented during 2010-2011 to help meet the school's improvement goals. Complete one form for each school improvement goal. Duplicate this page as needed.*

**AYP Area(s) of Focus – 2010-2011 School Year**

List the school's AYP status during the 2010-2011 school year (i.e. Year 2 Reading, Year 3 Mathematics):

***Please provide AYP and SINI/Restructuring status information:***

***Based on AYP from 2010:***

Made AYP in Mathematics: Yes ☐ No ☒ Year of Improvement: 4 N/A ☐

Made AYP in Reading: Yes ☐ No ☒ Year of Improvement: 6 N/A ☐

***Based on AYP from 2011:***

Made AYP in Mathematics: Yes ☐ No ☒ Year of Improvement: 5 N/A ☐

Made AYP in Reading: Yes ☐ No ☒ Year of Improvement: 7 N/A ☐

**List any subgroup(s), if applicable, for which the school did not make AYP:**

Whole School	Reading no	Mathematics no
Hispanic/Latino	no	
Black or African American		no
White	no	no
Economically Disadvantaged	no	no
Educational Disability	no	no



**Improvement Goal for 2010-2011**

***State the improvement goal:***

***Actively empower parents to participate in their child's education to improve learning outcomes for all students.***



**Implementation of Approved Strategies/Activities**

***List the strategies/activities implemented during the 2010-2011 school year to accomplish this goal:***

**Strategies:**

- Parent and Community Involvement

**Activities:**

- Parent Information nights and an Open House will be provided to enhance the home/school connection.
- A June information night will be provided for parents and students to meet their grade level and learn curricula expectations.
- PTG change meeting time to directly after school to increase parent/teacher participation.
- Plan and monitor the Million Word Challenge and provide parents with updates of student progress.
- Newsletters, written communications and agendas will be established.

- Parents/guardians and the community will be engaged in Million Word Challenge and Principal's Book of the Month.  
Home-school communication binders will be used for all students.
- Parents and community will be informed about the school's comprehensive school reform.

Select one descriptor that best describes the status of the strategies at the end of 2010-2011:

- ☐ Completed as planned and as described in the approved school improvement plan
- ☒ Completed as planned, with changes/refinements to certain strategies and activities
- ☐ Progressing as planned, with no changes to strategies and activities
- ☐ Progressing, with changes/refinements to certain strategies and activities
- ☐ Beginning stages of implementation
- ☐ No strategies or activities implemented

Some of the refinements include:

- **Original Activity:** Plan and monitors 25 book campaign.
- **Changed Activity:** Plan and monitor the "Million Word Challenge" (changed the name of the initiative) and provide parents with updates of student progress
- **Original Activity:** Parents/guardians and the community will be engaged in 25 Book campaign and Principal's Book of the Month.
- **Changed Activity:** Parents/guardians and the community will be engaged in" Million Word Challenge" and Principal's Book of the Month.
- **Original Activity:** Home-school communication folders will be created and used for all students.
- **Changed Activity:** Home-school communication binders will be used for all students

### Narrative Response

*Describe the progress made during 2010-11 in implementing the strategies listed above. Include a description of any key factors or circumstances that resulted in a modification or change to the strategies or activities as they were originally described in the approved improvement plan.*

Northwest is actively progressing as planned in all of our activities to support our goal of, "**Actively empower parents to participate in their child's education to improve learning outcomes for all students.**" Data has been collected throughout the year to measure the progress and effectiveness of the student's responses in the reader's notebook. We have seen a significant change in the frequency, organization and quality of the written response over the school year. This was due in large part of the parent support that was provided through implementation of our homework policy and school communication notebook. Students were asked to read nightly and respond to their reading three to five times per week. Parents' support with homework was a great reinforcement to the work being done in the classroom in the reader's notebook. In turn, the student's responses to literature exhibited a more developed response that provided details that supported opinion and judgment.

Informing parents of the expectations, standards and student examples of response to literature allowed parent to play an integral part in their child's reading and writing development. Parents were a vital part in the growing progress seen in the student's ability to extend their thinking in their responses. Strong gains in student's published writing in all genres studied were contributed to a deeper understanding of the standards and rigorous expectations by both parents and teachers. The Math Family Night also proved to be a help to parents when supporting their students at home.

325 participants attended the evening and engaged in math games they could play with their child at home. (Appendix H) We will continue to connect home and school through consistent communication and provide ongoing information of meeting the standards in Language Arts and Mathematics.

Northwest continued our partnership with Parents Information Resource Center PIRC to ensure parent involvement and support in school initiatives. We will plan to work toward our goals we planned based on the needs assessment compiled in 2009-2010. Many goals were met based on the assessment: The implementation of a home school communication notebook, establishing homework guidelines, educating parents on our school reform model, America's Choice and providing parents with student exemplars that meet the standards in Language Arts and Mathematics.

An area to highlight in empowering parents in their child's education was the success our "Million Word Challenge" initiative. Students were challenged to read a million words, over the 2010-2011 school year. Through joined efforts by both teachers and parents to motivate and promote independent reading both at home and school, 560 students out of 649 met the challenge! On June 3, 2011 the entire school and neighborhood community took part in a parade in celebration of students reading a million words. Students, staff, representatives from the police and fire department, school board members and alderman all marched in event. Parents, friends, neighbors and other community members lined Youville Street and cheered the students on their outstanding accomplishment. All students then performed "Gotta Keep Reading" a re-written version of the Black Eyed Peas song I've Got A Feeling. Local media were present to inform the outside community on the literacy initiative and celebration. The amount of students who successfully met their goal validates the importance of keeping our homework for Language Arts, reading and responding to literature. It also promotes this partnership between parents and teachers to foster a successful reader. (Appendix I)

**Goal 5 2010-2011 Progress Report**  
**Evidence of Progress: Plan Implementation**

Instructions: *Provide a status report on the strategies and activities implemented during 2010-2011 to help meet the school's improvement goals. Complete one form for each school improvement goal. Duplicate this page as needed.*

**AYP Area(s) of Focus – 2010-2011 School Year**

**List the school's AYP status during the 2010-2011 school year (i.e. Year 2 Reading, Year 3 Mathematics):**

***Please provide AYP and SINI/Restructuring status information:***

***Based on AYP from 2010:***

Made AYP in Mathematics: Yes ☐ No ☒ Year of Improvement: 4 N/A ☐

Made AYP in Reading: Yes ☐ No ☒ Year of Improvement: 6 N/A ☐

***Based on AYP from 2011:***

Made AYP in Mathematics: Yes ☐ No ☒ Year of Improvement: 5 N/A ☐

Made AYP in Reading: Yes ☐ No ☒ Year of Improvement: 7 N/A ☐

**List any subgroup(s), if applicable, for which the school did not make AYP:**

Whole School	Reading no	Mathematics no
Hispanic/Latino	no	
Black or African American		no
White	no	no
Economically Disadvantaged	no	no
Learning Disability	no	no



**Improvement Goal for 2010-2011**

***State the improvement goal:***

***Alignment of instruction to standards is critical to the achievement of improved student performance***



**Implementation of Approved Strategies/Activities**

***List the strategies/activities implemented during the 2010-2011 school year to accomplish this goal:***

**Strategies:**

- Improvement in Curriculum and Instruction
- Implementing Local Assessments
- Implementing Processes to Follow the Progress of Each Child

**Activities:**

- Lab sites will continue in primary grades and upper grades for coaches to practice and apply strategies learned in training.
- Implement lead/lab classrooms at each grade level K-5.
- Rituals and routines of readers and writers workshops are established in all K-5 classrooms. Teachers will focus on teaching workshop procedure, reading strategies or skills and the lessons are connected to the elements in the standards.



- In the work period students will be engaged in independent or small group activities with teacher and other students.  
Reader's chair and authors chair will be established in classrooms and students will use accountable talk.
- Teachers will use running records to monitor reading progress and make instructional decisions.
- Readers & Writers Workshop Training and Support Materials from Developmental Studies Center.
- Professional development days for K-5 teachers that focus on standards connected to units of study

Select one descriptor that best describes the status of the strategies at the end of 2010-2011:

- ☐ Completed as planned and as described in the approved school improvement plan
- ☐ Completed as planned, with changes/refinements to certain strategies and activities
- ☐ Progressing as planned, with no changes to strategies and activities
- ☒ Progressing, with changes/refinements to certain strategies and activities
- ☐ Beginning stages of implementation
- ☐ No strategies or activities implemented

### Narrative Response

Northwest completed the goal with a few refinements for "**Alignment of instruction to standards is critical to the achievement of improving student performance.**" As part of our America's Choice school reform model, three lab classrooms were implemented in 2009-2010. Due to the success of these lab classrooms, we implemented additional lead/lab classrooms grades K-5. The lead teachers and coaches attended seven Literacy Institutes and were able to apply strategies and knowledge of the standards learned at training. This allowed us to continue to build upon our current turnkey approach to professional development through the coaching cycle. Followed by creating learning environments for other educators to observe, learn from and actively apply the next day. Instructional practices gained from this training have allowed us to transfer new methods in many classrooms. It enhanced our ability to align our instruction to the standards and it deepened our understanding of the standards. It also reinforced best teaching practices as evidenced through student work.

Additional professional development days were also implemented so each grade level could construct a two-month lesson map for each upcoming Unit of Study. This planning time allowed teachers an opportunity to plan, create artifacts, develop rubrics and review the elements and strategies necessary in order for students to meet the standard. Teachers collaborated, discussed lessons and were prepared to teach each rigorous unit of study with end goal of all students reaching the standard.

The Northwest Leadership Team agrees that the implementation of additional lab/lead classrooms extended our ability to provide more opportunity to observe and apply aligned instruction. Our additional professional development days propelled teachers to grow professionally (Appendix G). The power of a collaborative approach has enabled us to enhance our instruction to attain the best from every learner.

The Northwest data team will continue to collect and use data from reflection sheets, focus walks, Technical Assistant Visits (Appendix F), and the self-evaluation of the Diagnostic Assessment Tool (DAT) to continuously focus on our end goal of improving student performance. This data will determine how to proceed to achieve higher performance of all students. The Leadership team will also continue to be an essential piece to providing and reporting feedback to and from staff. The Leadership Team also continues to be a key link to effective communication school wide to promote and lead all school initiatives. (Appendix E)

**Some of the refinements include:**

- **Original Activity:** Lab sites will continue in primary grades and upper grades for coaches to practice and apply strategies learned in training.
- **Changed Activity:** Implement lead/lab classrooms at each grade level K-5.
- **Additional Activity:** Professional development days for K-5 teachers that focus on standards connected to units of study

**2010-2011 Progress Report  
Evidence of Progress: Improved Student Achievement**

**Instructions:** *Respond to the following reflective questions:*

- **What accomplishments can be documented during the 2010-2011 school year that resulted in improved outcomes for students scoring below proficient in the areas for which the school is identified for improvement?**

Northwest data team believes that our accomplishment to recognize for improved outcomes would be the implementation of our coaching cycle, weekly co-planning between classroom teacher and support service providers, the professional development days for mapping out the Units of Study and our Million Word Challenge initiative. Through these activities our knowledge of the standards, methods of instruction and collaboratively planning for students, impacted student performance. This was evidenced through the students growth in their daily responses in the reader's notebook, the standard meeting work in students published pieces of writing and the amount of students who met the challenge of reading a million words. Every student below proficient was monitored closely so adjustments could be made to their instruction to maximize student's potential to meet the standards.

- **Overall, where there is greatest evidence of improvement, what factors were most influential in generating change?**

Northwest leadership team and data team believe the greatest evidence of improvement was seen in the student's increased amount of reading in multiple genres, responses to literature and the ability to produce written work at the end of each unit of study that has evidence of the elements and strategies to meet the standard in writing. The factors that propelled this significant improvement were our strong commitment to our partnership with parents. Our yearlong homework objective of reading independently nightly and responding to literature at least three times per week, students showed improvement in their homework and schoolwork. Our combined efforts allowed students to unlock their potential and perform at levels they were unable to reach before. Although not all students reached proficiency, the gains that were made are indicating that our activities and work we have done communicating consistently with parents have produced a critical movement in daily student performance.

- **Where improvement is less evident, what factors have impeded the desired change?**

The 2010-2011 school year was our first year providing focused coaching to improve the instruction for our students. Due to the success of the work we have seen in both teacher professional development and student growth through the coaching cycle, we anticipate to see a shift in scores next fall in our scores. The data team is also looking to go deeper with the coaching cycle next year with the goal of providing more specific feedback to educators and allowing staff to learn to provide specific commentary on student work to note evidence of where standards are being met and how to better support the students through commentary when they are not. The use of class profiles in both reading and math will provide us with information to further align our instruction to support each student in meeting the standard.

Differentiation of Professional Development

- **What is the school's AYP status for 2011-2012 (i.e Year 3 Reading, Year 3 Mathematics). Based on the outcomes described above, and the school's new AYP**

**status, what refinements\* to the SINI plan are proposed?**

Adequate Yearly Progress Status 2011  
Year 7 Reading No  
Year 5 Math No

**The following changes/refinements were made to our SINI plan this year, 2010-2011 and will continue to be part of our plan in school year 2011-2012.**

- **Additional Activity:** Continue Coaching Cycle
- **Original Activity:** Principals will participate in NISL's Executive Development Program
- **Changed Activity:** *Principal completed NISL training and Participated in Literacy Institutes*
- **Original Activity:** The Principal, Reading Supervisor, and a Literacy Intervention teacher will attend a Train the Trainer Institute on Reading & English Language Learner
- **Changed Activity:** This training is now completed.
- **Original Activity:** The Reading Supervisor and Literacy Intervention Teacher will offer after school professional development on teaching ELL students to read.
- **Changed Activity:** The Principal and Literacy Intervention Teacher will offer after school professional development on teaching EL students to read.
- **Original Activity:** Support Service Providers will be provided a specialized professional development to enhance their understanding of co-planning, Rtl, and curricula
- **Changed Activity:** This activity was completed
- **Additional Activity:** Grade level 1/2 day planning sessions will be provided before each Unit of Study is taught.
- **Additional Activity:** Introduce CCSS in Reading Non-Fiction and Literature
- **Additional Activity:** Coaches will attend Coaching Institutes
- **Additional Activity:** Members of the SPED Team will continue training in Orton-Gillingham
- **Original Activity:** Plan and monitors 25 book campaign.
- **Changed Activity:** Plan and monitor the "Million Word Challenge" (changed the name of the initiative) and provide parents with updates of student progress
- **Original Activity:** Parents/guardians and the community will be engaged in 25 Book campaign and Principal's Book of the Month.
- **Changed Activity:** Parents/guardians and the community will be engaged in" Million Word Challenge" and Principal's Book of the Month.
- **Original Activity:** Home-school communication folders will be created and used for all students.
- **Changed Activity:** Home-school communication binders will be used for all students
- **Original Activity:** Lab sites will continue in primary grades and upper grades for coaches to practice and apply strategies learned in training.
- **Changed Activity:** Implement lead/lab classrooms at each grade level K-5.
- **Additional Activity:** Professional development days for K-5 teachers that focus on standards connected to units of study

**Note:** If the school is identified for a new subject area for 2011-12, list the area(s) and proposed revisions to the plan as a result of the new designation.

**Note:** If the school's AYP status for 2011-12 now includes selecting a corrective action, respond to this question by completing the *Memorandum of Understanding for Schools*

*Corrective Action*, as well as the *Implementation Narrative*.

in

## 2011-2012 School Year Strategies and Implementation Plan

**Instructions:** Use the format below to describe the action plan for 2011-2012. Provide sufficient detail regarding how the proposed activities are designed to achieve the anticipated changes/outcomes in professional practice and student learning, especially to improve outcomes for students who are working below proficiency in the area(s) for which the district is identified. Duplicate this page as needed.

<b>Priority Area/Goal #1:</b> (to reduce identified achievement gaps)	School teams will become more effective during meetings to increase the amount of time spent focused on student learning.				
<b>Strategies:</b>	<ul style="list-style-type: none"> <li>• Improvement in Curriculum and Instruction</li> <li>• Addressing Specific Needs of Low-Achieving Students</li> <li>• Changes in School System or Processes</li> <li>• Leadership/Governance</li> </ul>				
<b>Objectives:</b>	<i>What changes in the district practices are expected as a result of this strategy?</i> <b>Objective:</b> <ul style="list-style-type: none"> <li>• The Manchester School District will be implementing a workshop model for readers and writers workshop across the district</li> <li>• Literacy Coaches in the District will be attending Coaching Institutes to support grade level teams and support staff</li> <li>• Coaches will participate in a coaching course through Lesley University, as part of the Lesley Collaborative Model to support teachers in planning, writing units of study and effective collaborative</li> <li>• RtI Model has been implemented across the District to ensure the appropriate interventions are provided to students below proficient</li> </ul>				
	<i>What changes in student learning are expected as a result of this strategy? How will it help improve achievement for students who are not yet proficient?</i> <b>Objective:</b> <ul style="list-style-type: none"> <li>• Participating in reader's and writer's workshop will allow for instruction to be focused and aligned to the CCSS through modeled lessons, developing rubrics and creating exemplars</li> <li>• Students will have a deeper knowledge of the standards and expectations as a result of the focused instruction</li> <li>• Students will receive the appropriate interventions through the RtI process to ensure they are supported in becoming proficient students</li> <li>• By looking at student work more frequently through class profiles teachers can adjust instructional practices to support desired student outcomes.</li> </ul>				
<b>Proposed Activities for 2011-2012</b> Describe the activities to be implemented to achieve the desired outcomes in school practices and student learning. Provide sufficient detail so that reviewers will understand the purpose and proposed	<b>Resources</b> What existing and/or new resources will be used to accomplish the activity?	<b>Timeline</b> When will the activity begin/end?	<b>Oversight</b> Who will take primary responsibility/ leadership? Who else needs to be involved?	<b>Monitoring (Implementation)</b> What evidence will be collected to document implementation? How often? By whom?	<b>Monitoring (Effectiveness)</b> What evidence will be collected to assess effectiveness? How often? By whom?

<i>implementation of each activity.</i>					
All certified staff will participate in weekly Professional Learning Communities (PLC)	Existing	9/11-6/12	Principal	PLC notes will be taken and passed in weekly to the Principal	Principal will document lack of follow through
All staff will work three days after the school year is finished to complete the following: plan lessons for reading responses throughout the year, plan a NECAP prep unit for math and develop and write a unit of study for social studies	Title 1 funding for materials	6/20-6/22	Principal, Assistant Principal and Coaches (Data Team)	Student work samples from the reader's notebook will be collected throughout the year	District Benchmark data will be compared to the previous school year
The principal will celebrate school successes at staff meetings that will focus on student work	Existing	9/11-6/12	Agendas and work samples	Survey parents and teachers yearly	
Each grade level team will meet for half day professional development sessions to refine units and review the previous years data	Substitute teachers	1/2 day in Nov. Feb. and April	Literacy Coaches	A mapping guide of each unit will be turned into the Principal along with class data from the completed unit	Pre and post writing prompts, published pieces of writing and class profiles
Monographs for readers and writer's workshop will be revisited through PLC's to focus on key topics before upcoming units of study	Existing	9/11-6/12	Data Team	Agendas, work products and artifacts will be reviewed by the Leadership Team	Teacher reflection forms, focus walk data and class data
All Leadership Team meetings will be held bi-monthly on Tuesday mornings with the leaders	Existing	9/11-6/12	Principal	A monthly meeting schedule will be provided to staff at the beginning of the	Leadership Agendas, Meeting notes and Grade level meeting notes

241

reporting to grade levels/departments on Wednesday mornings				month	
PLC's will be conducted in three formats: Cross grade level, new teachers, veteran teachers and lead teachers or K-1, 2-3, 4-5 to ensure all teachers have targeted support depending on what is being studied in the coaching cycle	Existing	9/11-6/12	Literacy Coaches, Principal	A monthly PLC schedule will be provided to the staff at the beginning of each month	Reflection sheet, artifacts and PLC notes

## 2011-2012 School Year Strategies and Implementation Plan

**Instructions:** Use the format below to describe the action plan for 2011-2012. Provide sufficient detail regarding how the proposed activities are designed to achieve the anticipated changes/outcomes in professional practice and student learning, especially to improve outcomes for students who are working below proficiency in the area(s) for which the district is identified. Duplicate this page as needed.

<b>Priority Area/Goal #2:</b> (to reduce identified achievement gaps)	Teachers will make informed decisions about student learning based on multiple sources of data (state, district, school, and classroom) to appropriately differentiate instruction.
<b>Strategies:</b>	<ul style="list-style-type: none"> <li>• Improvement in Curriculum and Instruction</li> <li>• Addressing Specific Needs of Low-Achieving Students</li> <li>• Establishing or Implementing Local Assessments</li> <li>• Implementing Processes to Follow the Progress of Each Child</li> <li>• Professional Development</li> <li>• Programs Supported by Scientifically-Based Research</li> </ul>
<b>Objectives:</b>	<p><i>What changes in the district practices are expected as a result of this strategy?</i></p> <p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>• The Manchester School District has mandated that all elementary schools teach a workshop model for both reader's and writer's</li> <li>• Pre and Post assessment will be collected at the completion of Units to students are meeting standards District wide</li> <li>• Literacy Coaches in the District will be attending Coaching Institutes to support grade level teams and support staff</li> <li>• Coaches will participate in a coaching course through Lesley University, as part of the Lesley Collaborative Model to support teachers in planning, writing units of study and effective collaborative</li> </ul>
	<p><i>What changes in student learning are expected as a result of this strategy? How will it help improve achievement for students who are not yet proficient?</i></p> <p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>• Unit pre and post tests will be reviewed by Principal to monitor what supports the staff may need for Professional Development to ensure students meet the standards</li> <li>• Instructional teams will look at class profiles to determine what further instruction students will need to meet the standards by the end of the unit of study</li> <li>• Instructional teams will look at class assessment data to identify students below benchmark in need of additional instructional support to ensure student success</li> <li>• All teachers will look at daily reading responses to formatively assess student comprehension and provide oral or written feedback to guide students to proficiency</li> </ul>



<b>Proposed Activities for 2011-2012</b> <i>Describe the activities to be implemented to achieve the desired outcomes in school practices and student learning. Provide sufficient detail so that reviewers will understand the purpose and proposed implementation of each activity.</i>	<b>Resources</b> <i>What existing and/or new resources will be used to accomplish the activity?</i>	<b>Timeline</b> <i>When will the activity begin/end?</i>	<b>Oversight</b> <i>Who will take primary responsibility/ leadership? Who else needs to be involved?</i>	<b>Monitoring (Implementation)</b> <i>What evidence will be collected to document implementation? How often? By whom?</i>	<b>Monitoring (Effectiveness)</b> <i>What evidence will be collected to assess effectiveness? How often? By whom?</i>
A Response to Intervention model is in place to support students' below proficient with a specific intervention plan.	Existing	9/11-6/12	Principal, Data Team	Progress monitoring data sheets will be filled out each trimester and will be monitored by the Principal and LD Specialist	Movement within the RtI Tiers or documentation of significant student growth in the progress monitoring data
Progress monitoring will take place bi-weekly for all students with an RtI plan to ensure the effectiveness of intervention	Existing	9/11-9/12	Principal and LD Specialist	Bi-weekly progress monitoring and assessment forms will be completed by SSP. If appropriate progress is not being made the SSP will meet with the LD Specialist, Principal or Coach to determine if the intervention needs to be changed or if the student needs to move to a different Tier in the RtI plan	Increase in the number of students scoring proficient or better on the District Benchmark assessments
A student study team is in place to discuss student performance both behavior and academic to determine what supports the student will need or what specific intervention will be put into	Existing	9/11-6/12	Principal, LD Specialist, Coach, classroom teacher, School Counselor and School Social Worker	School Counselor will provide teachers with forms to fill out prior to meeting and will then notify the SST of meeting time. A note form is also filled out	Increase in the number of students scoring proficient or better on the District Benchmark assessments

action to close the gap to proficiency				at time of meeting results and is given to classroom teacher. If an intervention is determined the LD Specialist or Coach will give information to the SSP and documentation of the intervention begins	
Teachers will administer district pre/post assessments and class profiles for each unit of study to make the appropriate instructional changes based on student performance	Existing America's Choice Units of Study and Everyday Math Units	9/11-6/12	Classroom Teacher	Teachers will collect unit data and discuss results when appropriate at grade level meetings or PLC's. Forms will be collected by coaches and sent to the District Literacy Implementation Specialist	Increase in the number of students scoring proficient or better on the District Benchmark assessments
Teacher meetings will include analyzing student work by using the CCSS exemplars in writing. Teachers meetings will also include PD from the literacy coaches to deepen educators understanding of the standards, best practices and how they connect to student performance	Professional Development by coaches through the Lesley Collaborative	10/11-6/12	Literacy Coaches	Agendas and work products will be reviewed by the Leadership Team and the Data Team	Teacher reflection forms, focus walk data and class data
The Reading Specialist and a Literacy Intervention Teacher will teach a 4 <sup>th</sup> and 5 <sup>th</sup> grade reader's and	Existing	9/11-6/12	Principal	Teachers will collect unit data, district data and discuss results with the 4 <sup>th</sup> and 5 <sup>th</sup>	Increase in the number of students scoring proficient or better on the District Benchmark assessments

245

writer's workshop in conjunction with Read 180 to 15-20 students below proficient				grade teams. Data will collected by Principal to ensure effectiveness	
---	--	--	--	---	--

<b>Priority Area/Goal #3:</b> (to reduce identified achievement gaps)	Professional Development will be focused on school and individual needs and will be applied in all classrooms to ensure student learning and effective teaching				
<b>Strategies:</b>	Improvement in Curriculum and Instruction Professional Development Programs supported by Scientifically-Based Research				
<b>Objectives:</b>	<i>What changes in the district practices are expected as a result of this strategy?</i> <b>Objective:</b> <ul style="list-style-type: none"> <li>Literacy Coaches in the District will be attending Coaching Institutes to support grade level teams and support staff</li> <li>Coaches will participate in a coaching course through Lesley University, as part of the Lesley Collaborative Model to support teachers in planning, writing units of study and effective collaborative</li> <li>The Manchester School District will be sending all Coaches who are able to attend to a four day Coaching Conference put on by Lesley University in July</li> </ul>				
	<i>What changes in student learning are expected as a result of this strategy? How will it help improve achievement for students who are not yet proficient?</i> <b>Objective:</b> <ul style="list-style-type: none"> <li>Studying genre through units of study will allow students to learn text structure and support comprehension</li> <li>Coaching allows for specific teacher feedback to enhance instruction for all students</li> <li>Focused coaching allows for collaboration to develop strategies for students below proficient</li> </ul>				
<b>Proposed Activities for 2011-2012</b> <i>Describe the activities to be implemented to achieve the desired outcomes in school practices and student learning. Provide sufficient detail so that reviewers will understand the purpose and proposed implementation of each activity.</i>	<b>Resources</b> <i>What existing and/or new resources will be used to accomplish the activity?</i>	<b>Timeline</b> <i>When will the activity begin/end?</i>	<b>Oversight</b> <i>Who will take primary responsibility/ leadership? Who else needs to be involved?</i>	<b>Monitoring (Implementation)</b> <i>What evidence will be collected to document implementation? How often? By whom?</i>	<b>Monitoring (Effectiveness)</b> <i>What evidence will be collected to assess effectiveness? How often? By whom?</i>
The Data Team will report school wide data to the leadership team	Performance Tracker	9/11-6/12	Data Team	Agendas and Meeting Notes	Disaggregated Student Achievement Data
A classroom teacher from each grade level K-5 will participate in District Trainings and will act as the Grade Level Lead Teacher to bring content and strategies taught to the rest of the Grade Level	District Trainings with the Literacy Implementation Specialist	9/11-6/12	Manchester School District Literacy Implementation Specialist, Lead Teachers, Principal and Coaches	Agendas, Teacher-sign in sheets	Lead Teacher and Grade Level reflection sheets will read and monitored by Principal and Data Team

247

Literacy Coaches will attend coaching trainings to support the MSD with the implementation of the Workshop Model	Lesley University	9/11-6/12	Manchester School District Literacy Implementation Specialist	Agendas, Teacher-sign in sheets	Focus Walk Data, PLC Reflections and Technical Assistant visits
All classroom teachers will observe a lesson in the lead classroom per Coaching Cycle	Existing	9/11-6/12	Principal and coaches	Coaching Schedule and Teacher Reflection	Focus Walk Data

## 2011-2012 School Year Strategies and Implementation Plan

**Instructions:** Use the format below to describe the action plan for 2011-2012. Provide sufficient detail regarding how the proposed activities are designed to achieve the anticipated changes/outcomes in professional practice and student learning, especially to improve outcomes for students who are working below proficiency in the area(s) for which the district is identified. Duplicate this page as needed.

<b>Priority Area/Goal #4:</b> (to reduce identified achievement gaps)	<b>Actively empower parents to participate in their child's education to improve learning outcomes for all students.</b>				
<b>Strategies:</b>	<ul style="list-style-type: none"> <li>Parent and Community Involvement</li> </ul>				
<b>Objectives:</b>	<p><i>What changes in the district practices are expected as a result of this strategy?</i></p> <p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>The Manchester School District will provide grade level expectations for Language Arts, Math, Social Studies and Science for parents on the Manchester School District website</li> <li>RtI Model has been implemented across the District to ensure the appropriate interventions are provided to students below proficient</li> <li>All Manchester Elementary Schools will participate in the "Million Word Challenge" initiative</li> </ul> <p><i>What changes in student learning are expected as a result of this strategy? How will it help improve achievement for students who are not yet proficient?</i></p> <p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>Parents knowledge of the standards will provide opportunity for support at home to assist with students reaching proficiency</li> <li>Parents support in the "Million Word Challenge" will allow for students to develop vocabulary, fluency and comprehension</li> <li>Parents will be informed through the Home/School Communication Binder that goes home with the child on homework, expectations and school events</li> </ul>				
<b>Proposed Activities for 2011-2012</b>  <i>Describe the activities to be implemented to achieve the desired outcomes in school practices and student learning. Provide sufficient detail so that reviewers will understand the purpose and proposed implementation of each activity.</i>	<b>Resources</b> <i>What existing and/or new resources will be used to accomplish the activity?</i>	<b>Timeline</b> <i>When will the activity begin/end?</i>	<b>Oversight</b> <i>Who will take primary responsibility/ leadership? Who else needs to be involved?</i>	<b>Monitoring (Implementation)</b> <i>What evidence will be collected to document implementation? How often? By whom?</i>	<b>Monitoring (Effectiveness)</b> <i>What evidence will be collected to assess effectiveness? How often? By whom?</i>
Parent Information nights and an Open House will be provided to enhance the home/school connection	Existing	9/11-6/12	Principal	Attendance	Parent surveys after event

A June Orientation Night will be provided for parents and students to meet the teachers at their grade level and learn curricula expectations	Title 1 SINI	6/11 and 6/12	Leadership Team	Attendance	Parent Survey
School Community will continue its work with PIRC	Existing	9/11-6/12	PIRC School Community Council	Attendance	Meeting Agendas and Notes
Plan and monitor the "Million Word Challenge"	Title 1 SINI	9/11-6/12	Leadership Team and classroom teachers	Student Reading Log and America's Choice Guidelines	Increased Reading Levels and Increased number of students meeting the challenge
Home/School Communication Notebooks will be provided to all students to maintain consistency with homework and parent communication	Title 1 SINI	9/11-6/12	Principal, Classroom Teachers and Parents	The Principal will record all homework incidences and request a parent meeting if homework assignments are consistently missing	Parent Survey

## 2011-2012 School Year Strategies and Implementation Plan

**Instructions:** Use the format below to describe the action plan for 2011-2012. Provide sufficient detail regarding how the proposed activities are designed to achieve the anticipated changes/outcomes in professional practice and student learning, especially to improve outcomes for students who are working below proficiency in the area(s) for which the district is identified. Duplicate this page as needed.

<b>Priority Area/Goal #5</b> (to reduce identified achievement gaps)	Alignment of instruction to standards is critical to the achievement of improved student performance				
<b>Strategies:</b>	<ul style="list-style-type: none"> <li>Improvement in Curriculum and Instruction</li> <li>Addressing Specific Needs of Low-Achieving Students</li> <li>Changes in School System or Processes</li> <li>Leadership/Governance</li> </ul>				
<b>Objectives:</b>	<p><i>What changes in the district practices are expected as a result of this strategy?</i></p> <p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>The District Literacy Implementation Specialist will be offering professional development connected to the CCSS</li> <li>The Manchester School District will be implementing a workshop model for readers and writers workshop across the district</li> <li>Literacy Coaches in the District will be attending Coaching Institutes to support grade level teams and support staff</li> <li>Coaches will participate in a coaching course through Lesley University, as part of the Lesley Collaborative Model to support teachers in planning, writing units of study and effective collaborative</li> <li>RtI Model has been implemented across the District to ensure the appropriate interventions are provided to students below proficient</li> </ul> <p><i>What changes in student learning are expected as a result of this strategy? How will it help improve achievement for students who are not yet proficient?</i></p> <p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>Through PLC's teachers will discuss standards, expectations and make informed decisions based on data</li> <li>Participating in reader's and writer's workshop will allow for instruction to be focused and aligned to the CCSS through modeled lessons, developing rubrics and creating exemplars</li> <li>Students will have a deeper knowledge of the standards and expectations as a result of the focused instruction</li> <li>Students will receive the appropriate interventions through the RtI process to ensure they are supported in becoming proficient students</li> <li>By looking at student work more frequently through class profiles teachers can adjust instructional practices to support desired student outcomes.</li> </ul>				
<b>Proposed Activities for 2011-2012</b> Describe the activities to be implemented to achieve the desired outcomes in school practices and student learning. Provide sufficient detail so that reviewers will understand the	<b>Resources</b> What existing and/or new resources will be used to accomplish the activity?	<b>Timeline</b> When will the activity begin/end?	<b>Oversight</b> Who will take primary responsibility/ leadership? Who else needs to be involved?	<b>Monitoring (Implementation)</b> What evidence will be collected to document implementation? How often? By whom?	<b>Monitoring (Effectiveness)</b> What evidence will be collected to assess effectiveness? How often? By whom?



<i>purpose and proposed implementation of each activity.</i>					
Lead classroom teachers will be established K-5 (different from 2010-2011) to further build shared leadership	Coaches	9/11-6/12	Principal, Assistant Principal, literacy coaches and classroom teachers	Teacher and literacy coach schedules will be reviewed by the Principal	Increase in effective instructional practices, increase in student achievement and meeting notes of meetings between leads and coaches
Rituals and routines will be established in all classrooms in both readers and writers workshop	District	9/11-6/12	Principal, Assistant Principal, Coaches and classroom teachers	Class schedules and PLC meeting notes	District data will be reviewed by the Data Team to determine effectiveness
Teachers will focus on teaching workshop procedure, reading strategies or skills that are connected to the standards	District Workshop Mode	9/11-6/12	Principal, Assistant Principal, coaches and classroom teachers	Class schedules, focus walks, PLC agendas and meeting notes	District data will be reviewed by the Data Team to determine effectiveness
Readers chair and authors chair will be established in all classrooms and students will use accountable talk	District	9/11-6/12	Principal, Assistant Principal, coaches and classroom teachers	Class schedules, focus walks, PLC agendas and meeting notes	District data will be reviewed by the Data Team to determine effectiveness
Teachers will use running records to monitor reading progress and make informed instructional decisions	District	9/11-6/12	Classrooms teachers and literacy coaches	Language arts data sheets will be collected each trimester, performance pathways will provide data analysis	District data will be reviewed by the Data Team to determine effectiveness

**2011-2012 School Improvement Plan  
Title I Parent Notification Requirements**

**Instructions:**

Before completing this section, refer to Appendix B in instructions for detailed guidance for fulfilling public school choice requirements.

- (a) Describe the process the school will use to provide parents of each student enrolled in the school with timely written notice regarding the school's identification as a school in need of improvement. The description must demonstrate the use of dissemination strategies that make such information accessible to all parents, and to the extent practicable, is provided in a language that parents can understand.

The Manchester School District prepares letters to parents that detail the each individual school's Adequate Yearly Progress (AYP) status and designation as a School In Need of Improvement. The letter is sent home to families in the mail, available on the school's web page and at the school and district offices. The letter is translated into Spanish and provided to families whose home language is Spanish, which is the second-most common language spoken in the district (English being the first). The letter also includes information about the status of all schools in the district, along with information about No Child Left Behind and Adequate Yearly Progress. The letter also invites parents to communicate directly with the school principal and to become involved with the school.

- (b) If applicable, describe the process the school has developed for parents in the event they wish to request a transfer of their child to another school within the district that is not identified for improvement. If public school choice is not applicable to your school, state "not applicable".

The Manchester School District includes information for parents about School Choice with the letter that is sent home detailing the school's status as a School In Need of Improvement. This information includes a list of schools that are available for School Choice, a fact sheet about the AYP status of available schools, and information about other programs that each School Choice school has available for students. Contact information for the district School Choice Facilitator is also provided. The mailing also includes an application for families to request School Choice, should they elect to do so. Additionally, all information sent home is also posted on the district web site [www.mansd.org](http://www.mansd.org), and is available at the school and district offices.

- (c) Attach a copy of the parent/teacher notification letter to this application. **Note: Parent Notification letters must have been submitted for approval to the NHDOE prior to June 15, 2011.**

Attached. Northwest School's letter was submitted for approval on May 4<sup>th</sup>, 2011. A copy of the letter is attached.

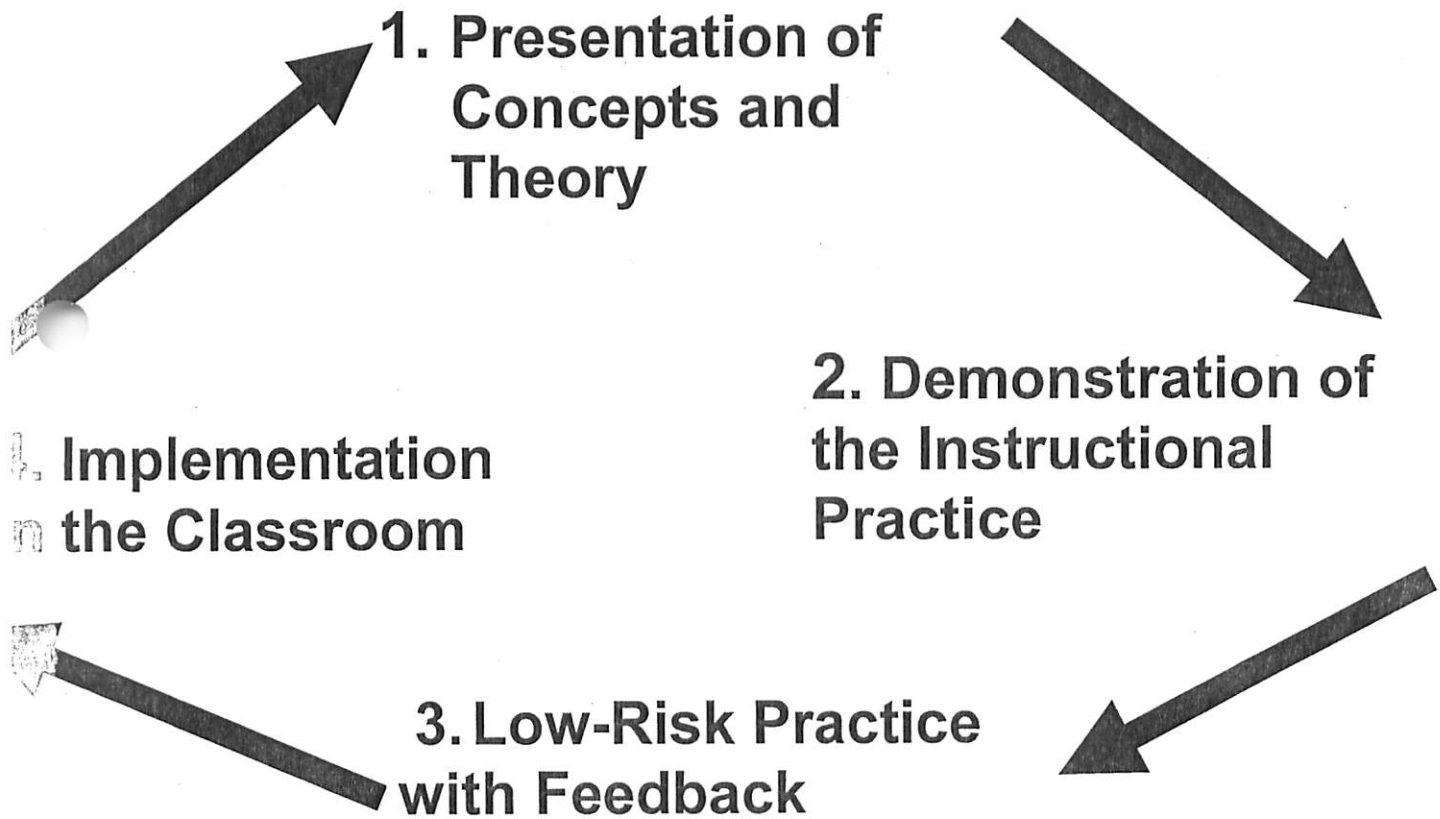
## ***Appendix***

### ***Table of Contents:***

- A Northwest Coaching Cycle Model***
- B Coaching Cycle Schedule***
- C PLC Schedule***
- D PLC Agenda***
- E Leadership Team Notes***
- F Technical Assistant Visit Feedback***
- G Professional Development on the CCSS***
- Family Math Night***
- I Million Word Challenge Flyer***

**Appendix A Northwest Coaching Cycle Model**

**Coaching Cycle**



QuickTime™ and a  
decompressor  
are needed to see this picture.

## Appendix B Coaching Cycle Schedule

### November Coaching Schedule (Writer's Workshop)



#### Focus: Conferencing

Monday	Tuesday	Wednesday	Thursday	Friday
1 Leads Start Frontloading Lessons	2 City Election Voting Day No School	3 Leads teach Frontloading Lessons	4 Leads teach Frontloading Lessons	5 Leads teach Frontloading Lessons
8 Genre Study Starts	9 <b>Grades K&amp;5 Observe in Lead Classroom</b>	10	11 Veterans' Day No School	12
15	16 <b>Grades 1&amp;2 Observe in Lead Classroom</b>	17	18	19
22	23	24	25 Thanksgiving	26 Holiday

### December Coaching Schedule (Writer's Workshop)



#### Focus: Conferencing

Monday	Tuesday	Wednesday	Thursday	Friday
29	30 <b>Grades 3&amp;4 Observe in Lead Classroom</b>	1	2	3
6 Focus Walk 9:15 to 10:15	7	8 Early Release	9 America's Choice K-2 Lead Teacher Training	10 America's Choice 3-5 Lead Teacher Training
13	14 <b>Observation/Feedback for all teachers</b>	15	16	17
20	20	22	23	24 No School
27	28 <b>School Vacation</b>	29	30	31

## **Appendix C      PLC Schedule**

### **PLC Schedule**

March 2011

March 8<sup>th</sup> & 22<sup>nd</sup>: Math Leaders Meeting

March 1<sup>st</sup>, 15<sup>th</sup>, & 29<sup>th</sup>: Leadership Team Meeting

**PLC Focus:** Nonfiction GLEs & Reader's Response Notebooks

March 2<sup>nd</sup>: Double Grade Level Meetings (K-1, 2-3, 4-5)

- Looking at Reading GLEs for Nonfiction and how the NECAP assesses those GLEs
- **To do:** Begin generating questions for setting reading goals and reader's response notebooks that correlate with the Nonfiction GLEs.

March 9<sup>th</sup>: Double Grade Level Meetings (K-1, 2-3, 4-5)

- Guided Reading & Reader's Notebook Responses for Nonfiction GLEs.

March 16<sup>th</sup>: Grade Level Meetings

- Math

March 23<sup>rd</sup>: Double Grade Level Meetings (K-1, 2-3, 4-5)

- Sharing of Reader's Response Notebooks and Guided Reading: How did it go? What went well?

March 30<sup>th</sup>: Grade Level Meetings

- Math

## **Appendix D      PLC Agenda**

**PLC Agenda**  
**November 17, 2010**

### **Looking at Student Work**

**Purpose:** To use the genre studies pre-test as a formative assessment to determine class trends and guide our instruction based on student need.

#### **-Refer to handout**

#### **-In support of Genre Study**

Read quotes and turn and talk about what you feel your students already know about genre and how the study can build your classroom community.

#### **-LASW**

Read through the process of LASW and take out pre-assessments and begin to fill out the class profile. If you have already scored the pre-assessment, this process should go somewhat quickly because the profile is very similar to the scoring elements of the pre-assessment.

If you have not scored the pre-assessment, take time now to do so and fill out the profile at the same time. You may not finish but will have started the process so you can pick it up later.

While you are reading student work, if you cannot decide on a score or a +/- on a particular strategy or element, place it in a pile. Later you can ask a partner to help you decide.

#### **Class Trends**

Once the profile is complete, look through the data and decide what your class strengths and weaknesses are and consider how you might adjust your lessons to focus your instruction on your individual class needs.

You can also look at individual students and determine who will need extra support overall as you begin this study.

#### **Class Tally Sheet**

Later, fill out the class tally and keep this paper in your Using Rubrics to Improve Student Writing book. We will use it again after we complete the study and post-assessment.

## Appendix E Leadership Team Notes

### Leadership Team

Date: 10-25-10

Time: 7:45-8:30

Participants: S. Larochelle, C. MacDonald, P. Hurley, J. Kenny, M. Macropol, M. Beck, B. Krieger, M. Young, M. Bouchard, L. Hendrick, J. Harrison, B. Radcliffe, S. Cote

#### Meeting Notes:

- Restructuring plan-it should be kept in your data binder. Let SSPs know where it is and Jeneca and Patty have a copy as well. Lisa Hannell is going to put it as a link on line attached to our website.
- Karen Laba will be here on Nov. 5<sup>th</sup> to meet with data team. She will be supporting us in monitoring and implementing our plan. Karen is going to try to get all the Manchester Schools in the District that are in restructuring process to connect. She also would like us to revisit the use of Step to Success, an online tool that will help us with implementation of the indicators we select as goals.
- Focus Walk-The data team worked in pairs and looked at 2 student's individual book bag items, variety of genre and number of books, in each classroom. Reader's response notebooks were viewed and they looked for the set up of the response and number of responses in the notebook. At the next PLC, we will look at the data and determine next steps. We will also have some guest presenters that will share some interesting ideas that we unexpected. They will share them so all of us can get a peek at all of the wonderful things happening at Northwest.
- A few members of the leadership team asked if we could have Ruth come in and get more PD for math. Shelly will look into this. Please send her the latest email you got from Ruth.

Next week is the week that the data team will be going into classrooms for feedback on coaching cycle 1 (Rituals, Routine and Artifacts) It will be for no more than 20 minutes and notes will be written on an index card and left for the teacher. The observation will not be discussed with any other members of data team, unless the classroom teacher wants to talk about it further. This is intended to be a positive experience. ☺

- The PLC schedule is going out for November as well as coaching cycle 2 which will be focused on teaching to the standards using a rubric and standard meeting work. Remind everyone that they need to read the PLC schedule and the AC Newsletter carefully. They contain many important dates and information that they will need to know.
- Family night was a huge success! 2,000 books were brought in for the swap, 397 people attended, 133 families and 120 surveys were completed! This all started with the restructuring team 2 weeks ago!! Thank you to all!
- Family Night-Math Night  
Help is needed!! Nov. 18<sup>th</sup> will be a busy night if it looks anything like last year! Please ask your grade level to help. If they volunteer, Shelly will cove a duty for them. ☺

Ask everyone to keep track of the Parent Teacher Conference data. Shelly will going around to each teacher and will ask for the data.

Shelly and Chris will provide lunch on Friday!!! We will celebrate!!'

Could each member of the leadership team write a celebration on an index card and hand it into Shelly by tomorrow morning so she can share it at the PLC.

Please be on time!! Jenn Weiss, our AC Technical Support person will be attending and we need to start on time because we have a lot to cover. Thanks



## Appendix F Technical Assistant Visit Feedback



### TECHNICAL ASSISTANCE REPORT

**Date:** October 27, 2010  
**Leader:** Jenn Weiss

**School:** Northwest Elementary School Cluster

#### Focus of the Visit:

- Implementation of the Coaching Cycle

#### Summary of the visit:

- Observed and debriefed a PLC meeting focused on sharing Focus Walk results and learning strategies for strengthening classroom routines and rituals from colleagues.
- Observed and debriefed instruction in Ms. Shay's kindergarten class, identifying successes (students are able to discuss personal narratives that include a beginning, middle, and end), and challenges (it is important that students learn to use the target words, so it may help to ask students to use the sentence frames in their partner discussion during the work period and closing routines).
- Used Data Team case studies to identify school trends with regard to the Reader's Notebook. (Success: students are writing responses that appear to be connected to the text; challenge/next step: revisit purpose of reader's notebook with teachers; work with teachers to develop an understanding of what a response includes – a specifically stated reading habit/strategic action, a reference to/citation of the text that supports where the habit was applied in the text, and a brief explanation of how the habit helped the reader comprehend the text).
- Discussed recent (routines established and documents created) work used to support the coaching cycle.
- Determined next steps.

#### Next Steps:

- **Reading Goal:** students reader's response notebooks have a Table of Contents, and include regular entries (2-3x per week) that name a reading habit/strategy, refer to the text when explaining how the strategy/habit was applied, and describe how the reading habit/strategy helped the reader comprehend the text.

#### Action Steps:

- *Have teachers conduct running records (consider starting this with lead teachers)*
- *Work with teachers during PLC meeting time to analyze running records and determine trends among their students. Use the trends to determine instruction for mini-lessons, small groups, and instructional conferences*
- *Include this focus in the January/February coaching cycle*
- **Writing Goal:** teachers are able to identify and describe standard-meeting student work.

**Action Steps:**

- *Train teachers during PD on how to use standards to analyze standard-meeting student work (consider using the protocol for LASW).*
  - *Conduct classroom observations looking specifically at the use of standard-meeting student work in instruction.*
  - *Engage teachers in routine discussion about the standards, the rubrics that include the standards, and student work that exemplifies the standards.*
  - *During classroom observations, ask students questions about the standards in relation to their writing.*
- 
- **Conduct Coaching Conferences.** These conferences occur before and after classroom observations in order to support a classroom teacher as she/he develops instructional practice. Conversations are solely between the coach and one classroom teacher and can take ten minutes or longer. The conversation is focused on a specific instructional practice and uses feedback techniques (keepers and polishers, clarifying and probing questions, etc.). It may help to refer to the Coaching Handbook to see additional suggestions. Try to conduct at least one conference before the first week of December.

**Focus for Follow-up:**

- Formative assessment of reading and writing goals.

## **Appendix G Professional Development on the CCSS**

### **Professional Development on the Common Core State Standards**

Date: April 7, 2011

Focus: Learning about Common Core State Standards and expectations for Reading Comprehension

#### **Learning Objectives:**

Understand how the Common Core State Standards (Reading Standards for Informational Text) are organized  
Identify how CCSS for reading will be exemplified in writing tasks  
Determine implications of the reading CCSS on Readers Workshop

#### **Language Objectives:**

Use the language of the Common Core State Standards (Reading Standards for Informational Text) to discuss reading comprehension tasks

#### **Agenda:**

Celebrate student work. (Non-fiction)

#### **Proposed New Hampshire timeline-CCSS**

Common Core State Standards  
Connection to College and Career Readiness Standards  
Organization of the standards  
Connection between reading, writing, speaking and listening

#### **Seeing a Standard(s) through the grades:**

View the ELA Reading Standards for Non-fiction  
Activity: Work in pairs or threes and take a closer look at Non Fiction  
Standard: Integration of Knowledge and Ideas, strand 7, 8 or 9 and  
Determine the order of the grade level expectation K-8.  
Share out and discuss whole group strand 7, 8 and 9.

By grade level, discuss sample performance tasks offered by the CCSS.

As a grade level, create a lesson/activity related to one of the sample performance tasks for informational text.  
Please use the template provided to write your lesson/activity.

#### **Materials:**

Please bring one student's reader's response to non-fiction to be celebrated.  
Please bring your non-fiction mentor texts.

**Appendix H      Family Math Night**

**Welcome to Family Math Night!**  
**November 18<sup>th</sup> 6:00~7:00**

Tonight you are invited to:

**Play Math Games**

	Location
K & 1 <sup>st</sup>	In the gym
2 <sup>nd</sup>	On the second floor to the Right
3 <sup>rd</sup>	On the second floor to the Left
4 <sup>th</sup> & 5 <sup>th</sup>	In the Library



**Try to win a Turkey ~ In the Gym**

Winner will be announced at 6:50

**Math Night Survey:**

Complete a survey and receive a free gift so you can play math games at home.



**OR**



If you have children in different grade levels, please choose the order in which your family will participate in the activities.

**Appendix I**

**Million Word Challenge Flyer**

**Northwest Elementary School  
2<sup>nd</sup> annual  
Million Word Challenge  
Celebration**

Northwest is hosting a parade for students who have met their goal of reading 1,000,000 words this year.

Time: 9 – 10am

When: Friday June 3<sup>rd</sup>, 2011

Where: Youville Street up to the baseball fields

Parents please come and line the parade route to help us celebrate our success!

Students will parade up Youville Street and gather at the baseball fields. They will then celebrate as a school by performing "Gotta Keep Reading".

On the morning of the parade Youville St. will be closed after the morning bell. Please park on neighboring streets and find a place to stand lining our parade route.

We hope you can make it to celebrate with us!



**MANCHESTER SCHOOL DISTRICT  
SCHOOL ADMINISTRATIVE UNIT NO. 37**

195 McGregor Street, Suite 201, Manchester, NH 03102  
Telephone: 603.624.6300 • Fax: 603.624.6337

**Thomas J. Brennan, Jr., Ed.D.**  
Superintendent of Schools

**Michael J. Tursi**  
Assistant Superintendent

**Karen G. Burkush**  
Assistant Superintendent

**Karen DeFrancis**  
Business Administrator

May 23, 2011

Dear Parents / Guardians,

Your child's school – and all schools in the Manchester School District (MSD) – are committed to excellence in education and hold our students to high academic standards.

The purpose of this letter is to inform you that your child's school continues to be identified as a School In Need of Improvement (SINI) under the Federal No Child Left Behind (NCLB) Act of 2001. Northwest Elementary is a SINI Year 7: Restructuring for Reading, and SINI Year 5: Restructuring for Math. This is based on your school's Adequate Yearly Progress (AYP) results as determined by the NH Department of Education (NHDOE). Detailed AYP reports are available at the MSD website: [www.mansd.org](http://www.mansd.org). On this page, locate the dropdown menu under 'Community' and select 'Accountability Reports'.

Because of your school's SINI status, parents have additional rights and resources available to them. These are made possible by the NCLB Act. This letter is designed to help you understand what the SINI status means, and what resources may be available to you and your child(ren). Included in this letter are the following documents:

Frequently Asked Questions : AYP & NCLB and Frequently Asked Questions: School Choice  
Manchester School District Elementary Schools: Adequate Yearly Progress (AYP) Comparison  
School Choice Request Form

Your child's school and the District have made and continue to make academic gains. To foster continued growth, the Manchester School District is working closely with each school, parents/guardians, and the community in partnership with the NHDOE to create and revise School Improvement Plans for every SINI school. Each school has a SINI team, comprised of the principal, teachers, and other school and community members. Input from parents/guardians and all school staff members is a crucial part of the planning process, which takes place throughout the school year. Completed plans are then approved by the Principal, District Administrators and the NHDOE prior to the start of the next school year. You are a critical partner in your school's continued improvement, and we are eager to have your involvement and input. Please contact your school's principal, Shelly LaRochelle, to learn how you can become a part of your child's school's continued improvement. You are welcome to stop into the office, call 624-6321, or email at [slarochelle@mansd.org](mailto:slarochelle@mansd.org).

Under the guidelines established by NCLB, the School Choice program is available to you and your child(ren). This program gives you the opportunity to transfer your child to a non-Title 1 school if you choose. Available schools for transfer are: Green Acres, Highland-Goffe's Falls, Jewett, Smyth Road, Webster and Weston schools. To apply, complete the enclosed Choice Request form and return to your child's classroom teacher by June 17th or return to the District office by June 24, 2011.

Please review the information in this letter including school performance and program details to determine if School Choice is an option that would be in the best interest of your child. This letter does not require any action from you, and enrollment in any of the programs available, including School Choice, is optional.

Sincerely,

Thomas J. Brennan, Jr., Ed.D.  
Superintendent of Schools



265



# Frequently Asked Questions: AYP & NCLB

## What is a SINI school?

- Every year, students in grades 3-5 across the state take the NECAP test in Reading and Mathematics. The results of this test are looked at by the NH Department of Education (NHDOE) in different subgroups. Your school must have a certain percentage of students performing at or above grade level on this test. Every subgroup must meet the federal standard for performance. This is called Adequate Yearly Progress (AYP).
- Schools can make AYP in Reading and/or Math and/or as a whole school.
- **Please remember that NECAP scores are only one measure of a school's value. The school's impact on the community, activities, staff, and additional programs, are just a few things that make your school unique and enable your child to succeed.**

## Why is our school a SINI school?

- Data has been calculated for all students as well as subgroups of students (i.e., racial and ethnic subgroups, English Language Learners, students with disabilities, and economically disadvantaged students).
- Each school may have certain subgroups that make AYP, while others do not. If even one of these groups does not meet their goal, or performance target, then the school will not have made AYP. Every school's AYP results are unique to that school. For more information and detailed AYP reports, please go to [www.mansd.org](http://www.mansd.org) and click on "District Data Center".

## Why is our district a DINI district?

- In the same way that a school is determined to be a SINI school, every subgroup within the District at all grade levels must meet the goal set by the US Department of Education in order for the District to make AYP.
- See the enclosed chart to see what percentage of subgroups made AYP at your child's school, across the district and across the state.

## What is being done to improve my child's school and the district?

- Northwest has implemented the reader's and writer's workshop model with a focus on standards and assessments, aligned instruction, high-performance leadership, management, and organization, professional learning communities, and parent/guardian involvement.
- School Improvement plans and a District Improvement plan have been developed and are available at our website [www.mansd.org](http://www.mansd.org) or at the schools main office.
- You are a critical partner in improving your child's school and his or her education. Contact your school to see how you can become involved.

## What additional resources are available to my child because of NCLB?

### NH PARENT INFORMATION RESOURCE CENTER

- Provides free services such as workshops, publications, toolkits, newsletters, tip sheets, and support for parents, schools, districts aimed at increasing parent involvement in children's education.

### TITLE 1 INTERVENTIONS

- Additional small group or one on one reading and math help during the school day.

### SUPPLEMENTAL EDUCATIONAL SERVICES (SES)

- Free tutoring program for economically disadvantaged families. Services provided outside of the school day by state approved providers. **Please note: This is only available to eligible students attending Title 1 SINI Schools (Your child's current neighborhood school).**

### PUBLIC SCHOOL CHOICE

- Gives parents of children attending a Title 1 SINI School the opportunity to transfer their child to a Non-Title 1 School with district provided transportation. **Please note: ALL of Manchester's schools are SINI schools regardless of Title 1 Status.**

# Manchester School District Elementary Schools

See our website for more information and links to other resources [www.mansd.org](http://www.mansd.org)

## ADEQUATE YEARLY PROGRESS COMPARISON

NAME	Title 1 School	Made AYP Reading	Made AYP Math	SINI / DINI	% of Subgroups or Target Areas that MADE AYP			
					2008	2009	2010	2011
State Average Elementary/Middle Schools (ES/MS)	N/A	No	No	N/A	69%	73%	65%	65%
Manchester School District ES/MS	N/A	No	No	Yes	56%	76%	70%	51%
Bakersville School	Yes	No	No	Yes	78%	83%	90%	55%
Beech Street School	Yes	No	No	Yes	69%	93%	58%	61%
Gossler Park School	Yes	No	No	Yes	43%	100%	89%	63%
Green Acres School	No	No	No	Yes	100%	90%	86%	91%
Hallsville School	Yes	No	No	Yes	90%	76%	89%	90%
Highland-Goff's Falls School	No	No	No	Yes	72%	74%	74%	78%
Jewett School	No	No	No	Yes	70%	61%	93%	67%
McDonough School	Yes	No	No	Yes	48%	81%	79%	66%
Northwest Elementary School	Yes	No	No	Yes	72%	93%	74%	66%
Parker-Varney School	Yes	No	No	Yes	43%	52%	84%	72%
Smyth Road School	No	No	No	Yes	76%	73%	74%	67%
Webster School	No	No	No	Yes	72%	52%	94%	61%
Weston School	No	No	No	Yes	60%	56%	88%	76%
Wilson School	Yes	No	No	Yes	59%	78%	68%	58%

Please note: Federal AYP Standards for 2010 were higher than standards for 2009.

This may have contributed to a decrease or less of an increase for some schools in the percentage of Subgroups that made AYP.

## PROGRAM COMPARISON

	Kindergarten	Breakfast Program	Before and/or After-School Program(s)	Additional Services
Bakersville	Full Day	Yes	21st Century, MHRA Latchkey	SES, Title I
Beech Street	Full Day	Yes	21st Century, YOU, After-school Gym	SES, Title I, ELL Magnet Program
Gossler Park	Full Day	Yes	21st Century	SES, Title I
Green Acres	Half Day	No	YMCA, Bus to Boys & Girls Club	
Hallsville	Full day	Yes	21st Century, Girls Start (K & 1st)	SES, Title I
Highland-Goffe's Falls	Half Day	Yes	Boys & Girls Club (at the School)	
Jewett School	Half Day	Yes	Bus to Boys & Girls club	
McDonough	Full Day	Yes	21st Century	SES, Title I
Northwest	Full Day	Yes	Alphabits, Bus to Boys & Girls Club, New Morning, Bus to St. Marie's CCC, Girls Inc.	SES, Title I
Parker-Varney	Full Day	Yes	New Morning, City Year Program	SES, Title I
Smyth Road	Half Day	No	New Morning	
Webster	Both	Yes	YMCA Before/After School Program	
Weston	Full Day	Yes	YMCA Before/After School Program	
Wilson	Full Day	Yes	21st Century, YOU, Bus to Boys & Girls Club, Girls Inc.	SES, Title I, Read 180

All schools in our district participate in the Free and Reduced Lunch program, and offer English Language and Special Education services.





# Frequently Asked Questions: School Choice

## ***Do I have to transfer my child to another school?***

No. We are providing parents with this opportunity as an option. The decision is entirely up to you, so you should base your decision on what you think is best for your child.

## ***If I do NOT have my child transfer, are there any additional services available to my child?***

Yes! Ask your child's school about Title 1 Interventions for Reading and Math to see if this could be a good fit for your child. Also, your child could be eligible for free tutoring through Supplemental Educational Services (SES). Eligible families will receive a packet of information after October 1st, with the first progress report of the school year.

## ***If I have my child transfer, what services may NOT be provided at the accepting schools?***

Title I intervention services for reading and mathematics and 21st Century after-school programs are not available at the non-Title I schools. Some schools may only offer half-day kindergarten. Supplemental Educational Services (SES) or Free Tutoring is only available at your child's current school for eligible students. (Please see previous page for services offered at all elementary schools.)

## ***Is transportation provided?***

Yes! If your child is granted a School Choice transfer and is eligible for transportation according to the district's transportation policy, your child can have bus transportation to the Choice school. Transportation is provided to Kindergarten students who transfer through School Choice.

## ***If one of my children has been transferred through School Choice, can all of my children attend that Choice School?***

You must submit an application for each child when they are of age to attend school in Manchester. Please indicate on your application the name and school of children who have already transferred through School Choice.

***Please note: Every effort is made to keep siblings at the same school.***

## ***When will I be notified about what school my child can attend in the fall?***

Every effort is made to notify you before the start of school. Families will be notified by mail or phone. It will be posted on the School Choice website once acceptance letters have been mailed.

## ***Must my child stay at the Choice school?***

Your child may transfer back to his or her neighborhood school. Please keep in mind that transferring schools can disrupt your child's education and learning.

## ***How do I apply?***

Complete the enclosed School Choice Request Form and return by **JUNE 17, 2011**  
to your child's classroom teacher

OR

mail by **JUNE 24, 2011** to  
Manchester School District  
ATTN: Jessica Provencher  
195 McGregor St, Suite 201  
Manchester, NH 03102



# School Choice

The School Choice program enables parents of children attending a Title 1 school In Need of Improvement to transfer their child to a non-Title 1 school. The Manchester School District will provide transportation to students who are granted School Choice transfers if requested. This includes Kindergarten students.



**Please note:** In Manchester, all schools are Schools In Need of Improvement (SINI). Please refer to the rest of this letter and the district website [www.mansd.org](http://www.mansd.org) for more info.

## Choice Transfer Schools:

Green Acres School	100 Aurore Ave.
Highland-Goffe's Falls	2021 Goffe's Falls Rd.
Jewett School	130 S. Jewett St.
Smyth Road School	245 Bruce Rd
Webster School	2519 Elm St.
Weston School	1056 Hanover St.

*These are the ONLY schools eligible for your child to transfer to through this program.*

## Parents,

Please visit the NH Parent Information Resource Center's website for more information about No Child Left Behind, your rights and how to make the best choice for your student:

<http://nhpirc.org/NCLB.shtml>

**Informational Videos about Choice and AYP available at [www.mansd.org](http://www.mansd.org)**

## Steps to enroll:

1. Review performance and program offerings of Choice Transfer Schools.
2. Determine possible impact of a transfer on your child.
3. Complete back of this form.
4. Return form by **June 17, 2011** to
  - A. Your Child's Classroom TeacherOR by **June 24, 2011** to
  - B. Manchester School District  
ATTN: Jessica Provencher  
195 McGregor St, Suite 201  
Manchester, NH 03102



## Parent Panel Discussion!

Will be aired on Manchester Public TV: Ch 16, 22 and 23

**During the week of May 23rd  
Hear feedback from  
other parents!**

**Please review this entire letter and our website before deciding to request School Choice.**

## Approximate program timeline:

School Choice Applications Due	June 17, 2011 (to school) OR June 24, 2011 (to District Office)
School Choice Decisions Mailed	July 15, 2011 (approx)

**Frequently Asked Questions (FAQ) available in this letter!**

If granted a School Choice Transfer, Parents/Guardians will be required to sign and return a Rights and Responsibilities notice before transportation and transfer will be approved.

Transportation requests require at least 3 business days to process.



MANCHESTER SCHOOL DISTRICT  
SCHOOL ADMINISTRATIVE UNIT NO. 37

**DO NOT COMPLETE IF YOU WISH  
YOUR CHILD TO STAY AT  
HIS OR HER SCHOOL**

## SCHOOL CHOICE REQUEST FORM

**I request that my child be transferred to a designated school for 2011-2012 school year.**

Child's Name \_\_\_\_\_ Grade in Sept 2011 \_\_\_\_\_

Is your child registered at a Manchester School? Yes \_\_\_\_\_ No \_\_\_\_\_

If so, what school: \_\_\_\_\_

Parent/Guardian Name(s) \_\_\_\_\_

Complete Address \_\_\_\_\_

Home Phone \_\_\_\_\_ Cell Phone \_\_\_\_\_

Email \_\_\_\_\_

Does your child have siblings who should also be considered for School Choice? Yes \_\_\_\_\_ No \_\_\_\_\_

*If yes, please list:*

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Registered at what school: \_\_\_\_\_

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Registered at what school: \_\_\_\_\_

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Registered at what school: \_\_\_\_\_

### CHOICE Schools\*:

- \_\_\_\_\_ Green Acres School
- \_\_\_\_\_ Highland-Goffe's Falls
- \_\_\_\_\_ Jewett School
- \_\_\_\_\_ Smyth Road School
- \_\_\_\_\_ Webster School
- \_\_\_\_\_ Weston School

***\*Please indicate your  
preferences by  
numbering the  
schools 1 to 6.  
1 being your first  
choice\****

Bus transportation needed: Yes \_\_\_\_\_ No \_\_\_\_\_

My child currently receives the following student services\*\*:

ELL (English Language Services) \_\_\_\_\_ Special Ed \_\_\_\_\_

**\*\*This information will not affect your child's eligibility for School Choice.**

**It will help us to ensure that your child(ren) receive the services they need if they participate in School Choice.\*\***

Comments: \_\_\_\_\_

**Forms must be returned to your child's classroom teacher by JUNE 17, 2011  
or the District Office by JUNE 24, 2011**

Manchester School District Attn: Jessica Provencher, 195 McGregor St, Suite 201, Manchester, NH 03102

### FOR OFFICE USE ONLY

Choice School Granted: \_\_\_\_\_

Bus: Y / N

Signed R&R Returned: \_\_\_\_\_

Details: \_\_\_\_\_